

YEARLY BLOCK PLAN: FIFTH GRADE

Week # Games-Tossing & Throwing, Soccer

1	G.5.1, G.5.2.
2	G.5.2
3	G.5.8, G.5.9
4	G.5.9, G.5.10
5	G.5.1.1
6	Review/Assess/Refine

Dance-Body Management

7	D.5.1, D.5.2
8	D.5.2, D.5.3
9	BM.5.1
10	BM.5.3
11	BM.5.5
12	Review/Assess/Refine

Volleyball, Striking w/Implements

13	G.5.1.4
14	G.5.1.2
15	G.5.1.3
16	G.5.3
17	G.5.3
18	Review/Assess/Refine

Week # Basketball

19	G.5.4, G.5.7
20	G.5.5ab, G.5.7
21	G.5.5cd, G.5.7
22	G.5.6ab, G.5.7
23	G.5.6abc, G.5.7
24	Review/Assess/Refine

Body Management

25	BM.5.1
26	BM5.2
27	BM.5.3
28	BM.5.4
29	BM.5.5
30	Review/Assess/Refine

Dance

31	D.5.4
32	D.5.5
33	D.5.6
34	Refine
35	Review/Assess/Refine
36	Makeup

YEARLY BLOCK PLAN: SIXTH GRADE

Week

- 1 FB.6.1
- 2 FB.6.3, FB.6.4
- 3 FB.6.5
- 4 P/R.6.1
- 5 P/R.6.2
- 6 Review/Assess/Refine

Dance & Body Management

- 7 D.G.1
- 8 D.6.1
- 9 BM.6.1 Educational
- 10 BM.6.1 Gymnastics
- 11 B.M.6.2 Only
- 12 Review/Assess/Refine

Soccer & Volleyball

- 13 S.6.1
- 14 S.6.2
- 15 S.6.2
- 16 Review/Assess/Refine
- 17 VB.6.2
- 18 VB.6.1

Week

Volleyball & Basketball

- 19 VB.6.3
- 20 VB.6.4
- 21 VB.6.5
- 22 Review/Assess/Refine
- 23 BB.6.1
- 24 BB.6.6.1

Basketball & Dance

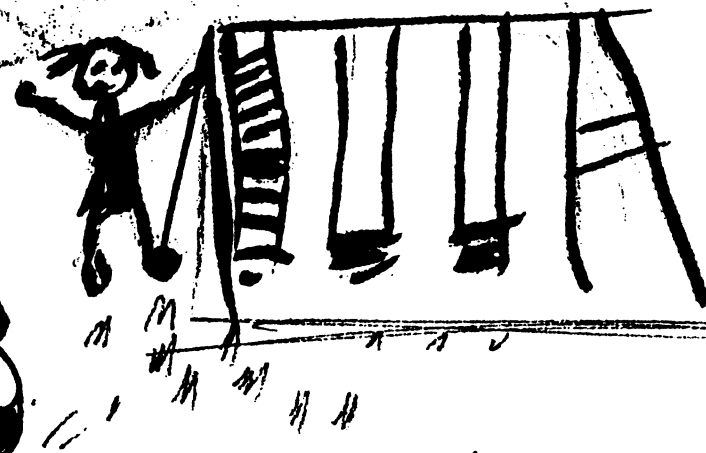
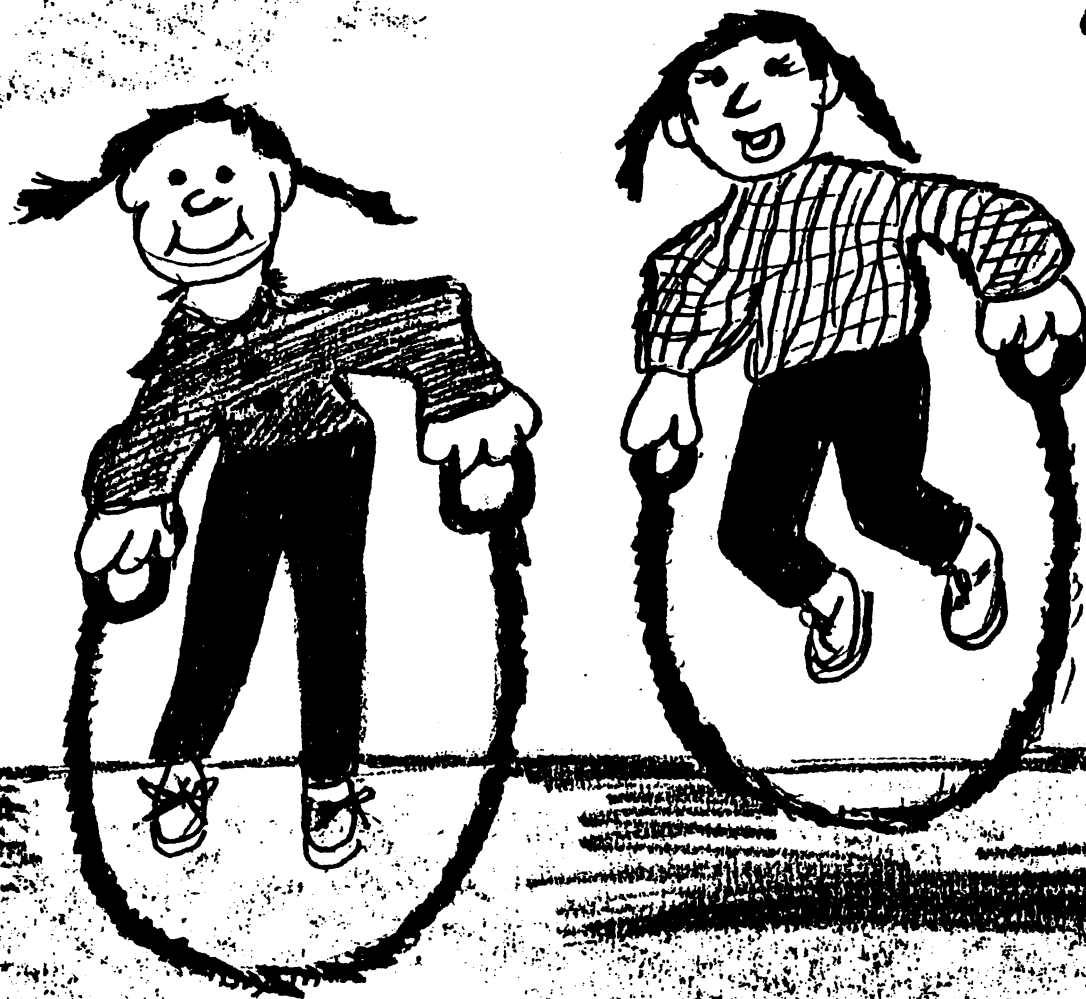
- 25 BB.6.2
- 26 BB.6.2
- 27 Review/Assess/Refine
- 28 D.6.2
- 29 D.6.3
- 30 Review/Assess/Refine

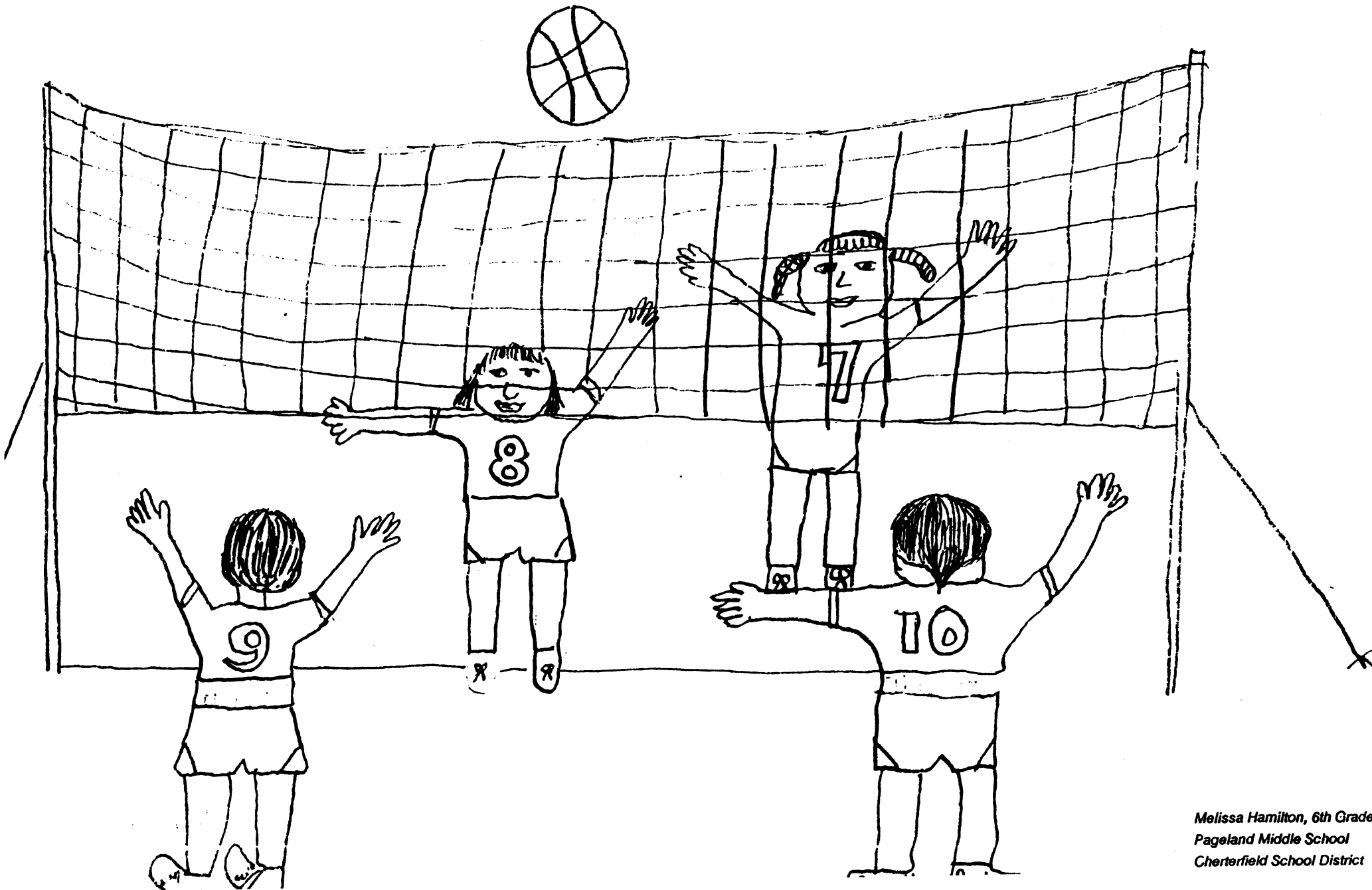
Track & Field

- 31 TF.6.1, TF.6.2
- 32 TF.6.2
- 33 TF.6.3, TF.6.4
- 34 TF.6.6, TF.6.7
- 35 TF.6.8
- 36 Review/Assess/Refine

RECOMMENDED MINIMUM EQUIPMENT LIST for ELEMENTARY PHYSICAL EDUCATION

EQUIPMENT NAME	SIZE	NUMBER
Beanbags	Hand size	one per student
Yarnballs	3"	one per student
Dense/foam balls (variety of sizes & colors)	6-8"	10-20
Footballs	foam and/or rubber- Jr.size	10-20
Playground balls	3"	one per student
Playground balls	6-8"	10-20
Basketballs Grades K-3	Mini	one per student
Basketballs Grades 4-6	Jr. size	one per student
Volleyballs	Soft bladder type	10 -20
Whiffle balls	Softball size	one per student
Beach balls		one per student
Softballs	soft rubber	10-20
Tennis balls	used	one per student
Soccer balls	Size #4 and #5	10 each
Paddles - short handle	10-12"	one per student
Paddles - long handle	14-16"	one per student
Hula Hoops		45-60
Jump Ropes	Individual	45-60
Jump Ropes-Long	(16'-20')	10
Wands	3"	one per student
Thick Plastic Bats (K-3)		10
Plastic Hockey Sticks	short and long	one per student
Gymnastic Mats	(5' by 10')	10-20
Boxes	(12"x12"x12")and (14"x16"x18")	10-20
Benches	(10'long x 12"high x 6"wide)	8-10
Cones	(12 inches high)	one per student
Poly spots/carpet squares/markers	(6x6" to 12x12")	one per student
Skin Fold calipers		1-3
Sit-n-reach box		1-2
Tape measure		one
Stop watches		1-3
Pull-up bars	(6ft.,7ft.,8ft.)	3-5
Portable Tape Recorder/Tapes		one
Record Player/Records		one
Air Pump		one
Chalk Board		
Bulletin Boards		1-3





KINDERGARTEN - MOTOR SKILL COMPETENCIES

At the completion of Kindergarten the learner will be able to:

Locomotion

- L.K.1 Move in general space in a controlled way to avoid contact with others and to be able to stop on command.
- L.K.2 Move forward, backward and sideways with quick changes in direction without losing control.
- L.K.3 Move in a variety of ways at different speeds and in different directions on the feet.
 - A. Gallop with either foot leading (First, the preferred foot; then the non-preferred) at least five times consecutively.
 - B. Jump forward using two feet and land on two feet.
 - C. Hop with either foot leading at least five times in a row without losing balance.
- L.K.4 Change fluidly from a walk to another locomotor movement.
- L.K.5 Select an appropriate locomotor movement to match a percussive rhythm or music.
 - A. Select an appropriate even or uneven movement pattern to a simple rhythm.
 - B. Select an appropriate strong or light locomotor response to percussive or rhythmical accompaniment.

Body Management-Educational Gymnastics

- BM.K.1 Maintain stillness with the weight supported on a variety of body parts including different combinations of hands and feet, knees, head, and surfaces of the body (seat, back, trunk).
- BM.K.2 Use the hands and feet together and with other combinations of parts to travel from one space to another without losing control.
- BM.K.3 Change direction and speed while traveling with control on a variety of body parts.
- BM.K.4 Move onto and off of, as well as in and out of, flat and low equipment using the feet to support weight.
- BM.K.5 Move onto and off of, as well as in and out of, flat and low equipment using the hands to support weight.

- BM.K.6 Travel along a low or flat piece of equipment transferring weight from hands to feet with control.
- BM.K.7 Raise the feet off the floor a minimum of three inches from a handstand ready position and replace them on the same spot softly.
- BM.K.8 Come off a low piece of equipment on the hands into a roll going forward.
- BM.K.9 Roll in a forward direction onto a flat mat or carpet square without using the head to receive weight.

Educational Games & Sports

Soccer Dribble

- G.K.1 Use both feet to move a ball slowly through space with a soccer-like dribble.

Kicking

- G.K.2 Use an instep kick to kick a stationary ball to a large wall target ten feet away.

Throwing/Tossing

- G.K.3 Roll a ball to a partner from a distance of ten feet.
- G.K.4 Use an underhand pattern to accurately toss a bean bag into a suspended hoop or target from a distance of eight feet.
- G.K.5 Toss a medium size ball/bean bag into the air slightly above the head and receive it with control and without undue movement.
- G.K.6. Use an overhead throw (hand size ball) to hit a large wall area above a four foot line from a distance of fifteen feet.

Catching

- G.K.7 Move to receive a ball rolled on the ground by moving forward and to the left or right as necessary.
- G.K.8 Toss a medium size ball (7-8 inches) into the air above the head receive it with control and without undue movement.
- G.K.9 Catch a ball with two hands that is bounced by a teacher or is self-tossed and bounced off a wall.

Striking with Body Parts

- G.K.10 Strike a balloon continuously for three hits into the air using the hands.
- G.K.11 Use a pushing or striking pattern to execute a basketball-like "dribble" while moving a ball slowly through space.

Striking with Implements

- G.K.12 Strike a stationary ball from a tee with a thick plastic bat.

Educational Dance & Rhythms

- D.K.1 Demonstrate an awareness of personal and general space in the use of locomotor and non-locomotor actions.
- D.K.2 Utilize locomotor and non-locomotor movements in personal and general space to interpret gestures.
- D.K.3 Combine turning actions with locomotor action to perform a movement sequence.
- D.K.4 Execute locomotor steps combined with body gestures to perform folk dances.

FIRST GRADE - MOTOR SKILL COMPETENCIES

At the completion of First Grade the learner will be able to:

Locomotion

- L.1.1 Move quickly forward, backwards or sideways using quick changes in direction to avoid contact with others.
- L.1.2 Jump with two feet in any direction and form continuous jump bounces.
- L.1.3 Hop on either foot changing direction and the force produced in the hop to increase distance traveled or height of the hop.
- L.1.4 Gallop or skip with alternating changes in the lead foot.
- L.1.5 Use a variety of locomotor patterns to show acceleration or deceleration of speed.
- L.1.6 Combine three locomotor movements into a smooth pattern with a clear beginning and ending.

Body Management - Educational Gymnastics

- BM.1.1 Take steps into a forward or shoulder roll and come to a support on the feet.
- BM.1.2 Roll sideways using an egg roll or backward using a back shoulder roll.
- BM.1.3 Land on the feet softly after jumping from a low piece of equipment and go into a forward roll.
- BM.1.4 Take weight on the hands in a handstand position by raising the feet with control and landing softly on the feet in a new intended spot near the hands.
- BM.1.5 Travel with smooth transitions from one base of support to another using a variety of body parts.
- BM.1.6 Swing from one base of support to another from a variety of hanging positions (where equipment or apparatus permits).
- BM.1.7 Match a balance on a variety of body parts to a partner's balance.
- BM.1.8 Support weight on hands to move over, in, or out of a low piece of equipment.
- BM.1.9 Combine several (3) traveling actions using locomotor actions on the feet with actions involving the hands and feet which have smooth transition and focus on (a) changes in direction< (b) changes in speed, and (c) changes in level.
- BM.1.10 Combine several traveling actions using locomotor movement on the feet with actions involving both hands and feet while traveling along, in and out of, or over a series of two pieces of small apparatus (hoops, boxes, benches, mats) and showing a focus on changes in directions, level or speed.

Educational Games & Sports

Soccer Dribble

- G.1.1 Dribble a ball slowly around obstacles using either the left or right foot as appropriate for ball control.
- G.1.2 Dribble a ball at a slow jog in a controlled manner, and stop and change directions on signal.

Kicking

- G.1.3 Kick a stationary ball to a large wall target twenty feet away.
- G.1.4 Kick a ball which has been accurately rolled directly to the student.

Throwing/Tossing

- G.1.5 Toss a bean bag/small ball into the air six to twelve inches above the head and move several steps to receive it with control.
- G.1.6 Use both underhand and overhand tosses to hit a hula hoop target at a medium height from a distance of ten feet.
- G.1.7 Use underhand tosses to hit a hula hoop target suspended at a medium height from a distance of ten feet.
- G.1.8 Use an overhand pattern to throw a small ball to large wall area above a four foot line from a distance of twenty feet.
- G.1.9 Toss a medium-size light weight ball eight to ten feet to a stationary receiver.

Catching

- G.1.10 Toss a bean bag/small ball into the air six inches to twelve inches above the head and move several steps to receive it with control.
- G.1.11 Catch a medium-size (7-8 inches) ball accurately tossed from a distance of six to eight feet.

Striking with Body Parts

- G.1.12 From a self toss, strike a ball into the air with one body part above the waist and catch it with control; then repeat the action and strike the ball with one body part below the waist and catch it with control.
- G.1.13 Strike a balloon or lightweight (vinyl) ball into the air using a variety of body parts above and below the waist.
- G.1.14 Dribble a ball slowly through space and stop with control on signal.

Striking with Implements

- G.1.15 Strike an accurately tossed beach ball with a plastic bat.
- G.1.16 Strike an accurately tossed light weight foam ball with a light weight paddle.

Educational Dance & Rhythms

- D.1.1 Demonstrate an awareness of body shapes including big, small, sharp, smooth, while working in personal and general space.
- D.1.2 Move selected body parts/the whole body fast and slow while staying in one spot and while moving through space.
- D.1.3 Execute opening and closing actions in combination with locomotor movements to perform a movement through space.
- D.1.4 Combine action words involving jumping and stopping while staying in one spot and while moving through space.
- D.1.5 Interpret experiences in texture through movement in personal and general space.
- D.1.6 Demonstrate skill in combining walking steps in simple patterns of partner and group interaction while performing folk dances in a circular formation.

SECOND GRADE - MOTOR SKILL COMPETENCIES

At the completion of Second Grade the learner will be able to:

Locomotion

- L.2.1 Show mature form using the following patterns:
 - A. Hop - single and continuous hops
 - B. Skip - varying the force production for height or distance.
 - C. Jump - two feet to two feet for distance
two feet to one foot forward
one foot to two feet forward
 - D. Slide step
 - E. Leap - one foot to the other foot forward
- L.2.2 Run for speed and/or distance demonstrating mature motor development form.

Body Management - Educational Gymnastics

- BM.2.1 Roll in a variety of directions from a variety of weight support positions with smooth transitions.
- BM.2.2 Travel on the feet, jump into the air, land and roll in a continuous action.
- BM.2.3 Develop a sequence of rolls and balances on the mat which show:
 - A. A clear beginning and end to the movement sequence.
 - B. Clear body shapes and extension in balance.
 - C. Smooth and controlled loss of balance into a rolling action.
 - D. Use of momentum from the roll to move into the second balance
- BM.2.4 Develop a sequence of balances and rolls on apparatus and small equipment which shows:
 - A. A clear beginning and end.
 - B. Clear body shapes and extensions in balances.
 - C. Smooth and controlled loss of balance into a rolling action.
 - D. Use of momentum from the roll to move into a second balance.
- BM.2.5 Raise the hips over the hands in a handstand position and lower the feet softly and without moving the hands (base of support).
- BM.2.6 Balance on a variety of body parts showing extension with a clear body shape and held position for at least five seconds.
- BM.2.7 Use equipment to partially support body weight in a balance position

Educational Games & Sports

Soccer Dribble

G.2.1 Stop the ball with control from a jogging dribble.

G.2.2 Maintain control while dribbling in a complex environment (other dribblers or obstacles)

Kicking

G.2.3 Use a two or three step approach to forcefully kick a stationary ball to a large wall target.

G.2.4 Move forward to receive with control (collect) the ball rolled to them, then kick the ball to a target directly forward, a target to their left and to their right.

Throwing/Tossing

G.2.5 Use underhand tosses to hit a hula hoop size target, both suspended and on the ground, from a distance of fifteen feet

G.2.6 Accurately toss a medium size (6-8 inches) ball to make a receiver move slightly to either side or forward.

G.2.7 Use an overhand throw to hit a four by four foot target on a wall above line four feet high from a distance of twenty feet.

Catching

G.2.8 Use a scoop to "collect" a tossed ball.

G.2.9 Reach to either side and to the front to catch an accurately tossed ball.

Striking with Body Parts

G.2.10 Strike a beach ball continuously, three to five hits, into the air using a variety of body parts above and below the waist.

G.2.11 Strike a beach ball with the hand in a bounce-strike-bounce pattern against a four-foot wide wall target from a distance of six feet for three consecutive hits.

G.2.12 Hit a beach ball alternately with a partner in a bounce-strike-bounce pattern for three consecutive hits both against a wall and over a low net.

G.2.13 Dribble a ball slowly through space around randomly placed obstacles.

G.2.14 Dribble a ball at a slow jog; then step and pass to a target.

Striking with Implements

- G.2.15 Strike a light weight or foam ball consecutive times into the air slightly above head level using a short handle racket or paddle.
- G.2.16 Use a small paddle to strike a light weight or foam ball both against a wall and into the air with a bounce-strike-bounce pattern.
- G.2.17 Use a plastic bat to strike an accurately tossed medium size (7-8 in.) ball.
- .2 18 Use a plastic hockey stick (if available) to dribble a ball slowly in controlled fashion, maneuvering to drive it forcefully to a wall target, and collect the ball on the rebound and repeat.

Educational Dance and Rhythms

- D.2.1 Demonstrate body actions of bending, stretching, curling, twisting and other non-locomotor patterns to imposed and non-imposed rhythms.
- D.2.2 Utilize locomotor and non-locomotor movements in personal and general space to express feelings, moods, and emotions.
- D.2.3 Combine rising and sinking actions while staying in one spot and while moving through space.
- D.2.4 Demonstrate an awareness of even and uneven rhythmical patterns in personal and general space.
- D.2.5 Demonstrate skill in combining skipping steps with simple patterns of partner and group interaction while performing folk dances in circular formation.
- D.2.6 Demonstrate skill in combining sliding, jumping, hopping, or running steps while performing folk dances in a circular formation.

THIRD GRADE - MOTOR SKILL COMPETENCIES

At completion of Third Grade the learner will be able to:

Body Management - Educational Gymnastics

- BM.3.1 Lower the body onto a variety of body parts from a traveling action on the feet into a smooth roll.
- BM.3.2 Raise the hips higher than the head using a vaulting action over a piece of equipment a minimum of one foot off the ground and land in a controlled fashion on the feet.
- BM.3.3 Show complete extension of free body parts in a variety of balances on different parts of the body.
- BM.3.4 Combine balance actions and rolling actions both on the floor and on the equipment, while maintaining an awareness of body shape and smooth flow throughout a movement sequence.
- BM.3.5 In one continuous action, move onto and off of a low piece of equipment with control.
- BM.3.6 Match a sequence of traveling actions on the floor and on the equipment with those of a partner.

Educational Games & Sports

Throwing/Tossing

- G.3.1 Accurately toss a bean bag/small ball to a moving receiver located eight to ten feet away and moving within a small area.
- G.3.2 Use both overhand and underhand tosses to hit a four by four target on a wall from a distance of twenty feet.
- G.3.3 Use an overhand throw to hit an area on a wall above a four feet line from a distance of thirty feet.
- G.3.4 Use an overhand toss and pass an accurate or "catchable ball" to a stationary receiver from a distance of twenty feet.

Catching

- G.3.5 Catch an accurately tossed ball with one hand.
- G.3.6 Receive an accurately tossed ball from a distance of ten feet while moving in a small space
- G.3.7 Use an implement (scoop, hockey stick) to catch/collect a ball tossed/hit from various distances and directions.

Striking with Body Parts

- G.3.8 Continuously tap a ball above the head for three consecutive hits.
- G.3.9 Use overhead hits to continuously strike a beach ball against a wall for three hits.
- G.3.10 Strike a beach ball using alternating hits with a partner in a bounce-strike-bounce pattern while deliberately moving the partner around a small play area.
- G.3.11 Work cooperatively (continuous collective scoring) in a two-on-two setting to keep a ball going in a court with a three foot high net in a bounce-strike-bounce pattern.

Striking with Implements

- G.3.12 Use a short handle racket or paddle and a tennis size dense foam ball to continuously execute a bounce-strike-bounce pattern against a wall.
- G.3.13 Use a plastic bat to strike a whiffle ball accurately tossed from a distance of ten to fifteen feet.
- G.3.14 Use a plastic hockey stick to dribble, make a drive shot to the wall, collect the ball(puck) and repeat the pattern alone and with a partner.
- G.3.15 Use plastic hockey stick to dribble, and pass appropriately to lead a moving partner.

Basketball

- G.3.16 Dribble a ball (basketball or other ball):
 - A. Forward at a fast jog and be able to stop with control at a signal.
 - B. Sideways using a mature slide step pattern.
 - C. Backward using a side step pattern.
 - D. Changing directions without losing control.
 - E. Forward in a confined area with others without losing control.
- G.3.17 Pass the ball to a moving partner (8-10 feet away) so that the partner does not have to stop to receive the ball using passes from a variety of levels including the bounce pass.

Soccer

- G.3.18 Dribble and pass to a stationary partner showing a good transition between the dribble and the pass.
- G.3.19 Maneuver to collect/stop a ball kicked for a goal.
- G.3.20 Pass the ball ahead of a moving partner (8-10 feet away) so that the partner does not have to stop to receive the ball.
- G.3.21 Dribble, make a drive shot to the wall, collect the ball and repeat the pattern alone and with a partner.

Educational Dance & Rhythms

- D.3.1 Demonstrate non-locomotor and locomotor movements at high, medium and low levels.
- D.3.2 Demonstrate an awareness of direction in space by executing movements oriented to up, down, right, left, forward and backward in personal and general space.
- D.3.3 Demonstrate an awareness of the concept of extension by exhibiting the qualities of big, little, near and far in locomotor and non-locomotor actions.
- D.3.4 Combine vibratory and percussive actions while in personal space and while moving through space.
- D.3.5 Interpret experiences in verse through movement in personal and general space.
- D.3.6 Express feelings of tension and fine touch (firm and light) through the movement of body parts and total body actions.
- D.3.7 Demonstrate skill in combining walking, skipping, sliding, jumping, hopping and/or running steps while performing folk dances in line, contra or quadrille formations.
- D.3.8 Demonstrate skill in combining walking, bleking steps, hops and/or schottische steps while performing folk dances in couple, small group or circle formations.

FOURTH GRADE - MOTOR SKILL COMPETENCIES

At the completion of Fourth Grade the learner will be able to:

Body Management - Educational Gymnastics

- BM.4.1 Achieve a complete extension while performing a cartwheel action during momentary stillness of the handstand.
- BM.4.2 Roll onto a low piece of equipment.
- BM.4.3 Use a variety of takeoffs to go onto or off the equipment
- BM.4.4 Use a forward roll to gain momentum into another action.
- BM.4.5 Move into and out of a balance showing control and supporting all or part of the body weight on or with another student.
- BM.4.6 Develop a movement sequence on the equipment which includes an inverted balance and rolling actions.

Educational Games & Sports

Tossing/Throwing

- G.4.1 Toss (both underhand and overhand) a catchable ball to a moving receiver twenty feet away.
- G.4.2 Toss to and receive a ball from a partner while both are moving in a small (fifteen by fifteen) area.
- G.4.3 Use an overhand throw to hit an area on a wall above a five foot line from a distance of forty feet.
- G.4.4 Use appropriate throws in a three person "keep away" game setting.

Catching

- G.4.5 Receive, on the move, a ball tossed from a distance of fifteen to twenty feet.
- G.4.6 Receive a partner-tossed ball at a variety of levels and toss/throw it again quickly to a stationary receiver.
- G.4.7 Work on the move with a partner in a small fifteen by fifteen area to alternately pass and receive the ball using smooth transitions.
- G.4.8 Catch a batted foam or whiffle ball coming as a grounder, fly ball or line drive.

Striking With Implements

- G.4.9 Use a short handle racket or paddle and a dense foam ball to alternate hits (bounce-strike-bounce) against a wall with a partner.
- G.4.10 Accurately bat a ball tossed from a distance of twenty feet.

Basketball

- G.4.11 Maintain possession of the ball using a dribble while a defensive player (partner) is trying to make the offensive player lose possession of the ball.
- G.4.12 Receive a pass from a partner while guarded by a passive defensive player and:
 - A.Pass immediately to a moving player.
 - B.Convert the pass, into a dribble in a fluid motion.
 - C.Receive a ball, stop without traveling, pivot and pass in a new direction.
- G.4.13 Make two out of five two-hand set shots into a lowered basket from a distance of twelve feet.
- G.4.14 Make one out of five one-hand set shots into a lowered basket from a distance of ten feet.(Note:If appropriate equipment is not available this objective should be modified.

Soccer

- G.4.15 Travel the width of a soccer field with a partner by dribbling and passing in a smooth fashion.
- G.4.16 Use a legal tackle to take the ball away from an approaching player
- G.4.17 Work on offense and defense in a two-on-two setting to attack and defend a goal.

Volleyball

- G.4.18 Continuously strike a light weight ball five times into the air one-to-two feet above the head.
- G.4.19 Use a two-hand overhead serve to hit a ball to a wall above a six foot line from a distance of eight feet.
- G.4.20 Use a two-hand overhead pass to return an accurately tossed ball to the tosser.
- G.4.21 Work with a partner to continuously volley a large ball over a six-to seven foot net.
- G.4.22 Demonstrate a beginning level understanding of offensive and defensive strategy on a small court with a low net in a bounce-strike-bounce game.

Educational Dance & Rhythms

- D.4.1 Focus on the actions of specific body parts by using them to lead various non-locomotor and traveling actions.
- D.4.2 Interpret experiences and concepts from environmental stimuli through movement in personal and general space.
- D.4.3 Demonstrate an awareness of the space created by others/objects while using personal and general space.
- D.4.4 Demonstrate an awareness of pathways in space by exhibiting curved, zig-zag and straight floor and air patterns.
- D.4.5 Combine selected qualities of weight and time while focusing on the actions of body parts and total body actions.
- D.4.6 Identify and demonstrate movements which express how the learner feels.
- D.4.7 Demonstrate an awareness of the qualities of bound and free movements in personal and general space.
- D.4.8 Demonstrate an awareness of the qualities of direct and flexible movements in personal and general space.
- D.4.9 Demonstrate skill in combining polka, heel-toe polka, and/or waltz steps while performing folk dances in couple, small group or circle formations.
- D.4.10 Demonstrate skill in combining walking steps with complex patterns of interactions with a partner and group in circle and line formations.

FIFTH GRADE - MOTOR SKILL COMPETENCIES

At the completion of Fifth Grade the learner will be able to:

Body Management - Educational Gymnastics

- BM.5.1 Move out of a handstand position in a variety of ways showing control.
- BM.5.2 Develop movement sequences (on equipment) which show turning and changes of direction (backwards and sideways) and retain continuity of movement sequence.
- BM.5.3 Show good extension in a cartwheel action during a movement sequence.
- BM.5.4 Show explicit changes in speed in sequence work on apparatus.
- BM.5.5 Use matching, following, and contrasting relationships with a partner in sequence work.

Educational Games & Sports

Tossing/Throwing

- G.5.1 Use an overhand throw to hit an area on a wall above a five foot line from a distance of fifty feet.
- G.5.2 From a stationary position, accurately throw on different trajectories to a partner who is moving forward, backward and laterally.

Paddle/Racket Skills

- G.5.3 Use a racket or paddle with a dense foam ball, to hit in a bounce-strike-bounce pattern while working with partners in a two-on-two cooperative setting (continuous collective scoring) both against a wall and over a three foot high rope/net.

Basketball

- G.5.4 Maintain possession of the dribble against an active defensive player:
 - A. Force an offensive player to lose control of the dribble.
 - B. Use offensive abilities to create an advantage.
- G.5.5 Demonstrate the following offensive skills in a two-on-two situation with directional goals but no baskets (with and without dribbling)
 - A. Lead passes to a teammate on the move.
 - B. Movement into an open space (cutting).
 - C. Quick accurate passes.
 - D. No traveling violations.

- G.5.6 Demonstrate the following defensive abilities in a two-on-two situation with directional goals but no baskets.
 - A. Remain between offensive player and intended line of direction of pass.
 - B. Maintain an awareness of where all offensive and defensive players are in the playing area.
 - C. Stay with an offensive player in a man-to-man situation demonstrating good defensive body position.
- G.5.7 Dribble and shoot a lay up and a set shot from a distance appropriate for their force abilities and from variety of angles (set shot only) without a defense.

Soccer

- G.5.8 Use a two or three step approach and correctly punt a ball for a distance of thirty feet.
- G.5.9 Demonstrate a legal execution of free kicks, penalty kicks and throw-ins in practice settings.
- G.5.10 Play the role of goalkeeper in a two-on-one setting.
- G.5.11 Work as offense and defense in a two-on-two plus goalkeeper setting.

Volleyball

- G.5.12 Use a two-hand overhead pass to continuously self-hit (strike) a ball into the air three times.
- G.5.13 Use a two-hand overhead pass and work with a partner to send and receive a ball.
- G.5.14 Use a forearm pass (bump) to return an accurately tossed ball to a tosser.
- G.5.15 Use rules of rotation and line violations in a three-on-three game setting involving a cooperative effort to keep a ball in play following an underhand serve and using a bounce-strike-bounce pattern.
- G.5.16 Use an underhand serve to hit a ball to a wall above a seven foot line from a distance of ten feet.

Educational Dance & Rhythms

- D.5.1 Utilize locomotor and non-locomotor movements to characterize actions which advance-retreat or meet-part.
- D.5.2 Interpret visual images, designs, and pictures through movement in personal and general space.
- D.5.3 Demonstrate an awareness of symmetrical body shapes through actions in personal and general space.
- D.5.4 Demonstrate the ability to combine the movement qualities of flow with weight, time and space.
- D.5.5 Demonstrate skill in combining walking steps, with complex patterns of partner and group interactions to perform introductions, trims and endings, for circle and square dances.
- D.5.6 Demonstrate skill in combining walking steps with complex patterns of interaction with a partner and group to perform main figures from a circle formation.

SIXTH GRADE - MOTOR SKILL COMPETENCIES

At the completion of the Sixth Grade the learner will be able to:

Body Management - Educational Gymnastics

- 6.1. Develop proficiency in flight activities involving take-offs and landings on the feet with and without equipment.
- 6.2. Develop sequences of movement that combine:
 - A. Flight
 - B. Combination of stretching curling actions
 - C..Changes in pathway and direction
 - D..Changes in speed

Olympic Gymnastics

- 6.1. Understanding and progressively increased ability to perform at least one static flexibility and/or strength move and show all the basic body position (tuck, pike, straddle, and layout both on the mats and as they transfer to the apparatus.
- 6.2. Develop and perform a movement sequence for floor exercise which shows a change of level and includes each of the following three skills: one rotational movement, one inverted position and one strength/flexibility or balance movement.
- 6.3. Perform three different vaults or jumps from height or assisted by a reuther board, springboard, or minitramp and demonstrate the ability to assume some of the standard body positions in the air (a kinesthetic sense or air orientation) e.g.,tuck, pike, straddle, 1/2 turn long axis.
- 6.4. Using any bar (or swinging apparatus) demonstrate the ability to make a half turn at the moment of weightlessness from a hanging-swinging position
- 6.5. Using any bar (or swinging apparatus), develop a combination with a mount, a support movement, a swinging or rotational movement, and a dismount.
- 6.6. Using ropes or rings, support or hold the body weight (could be inverted) for at least ten seconds and/or perform a rotational move.

- 6.7. Select either a beam or the side horse and perform a leg cutting motion, and two other movements which require transfer of body weight from one body part to another.
- 6.8 Select and perform five of the ten static or isolated gymnastics moves which can aid attainment of body control and are transferable to apparatus events. (e.g., handstand combinations, bridges, splits, presses, legcut, L-seats, planches, etc.).

Track and Field

- 6.1 Demonstrate correct running technique when running and sprinting.
- 6.2 Demonstrate proper hurdle technique when running a flight of at least three hurdles.
- 6.3 Demonstrate a correct standing long jump four out of five trials.
- 6.4 Demonstrate a correct running long jump three out of five trials.
- 6.5 Execute the shot put correctly three out of five trials
- 6.6 Throw a softball correctly for maximum distance.
- 6.7 Pass a baton correctly in three out of five trials in relay races.
- 6.8 Select and demonstrate mastery of at least one running, one jumping and one throwing event during a track and field activity.

Educational Games & Sports

Paddle/Racket Skills

- 6.1. Use a racket/paddle and a small ball to hit in a bounce-strike bounce pattern while working in a two-on-two competitive setting and using basic strategy (up and back, side-by-side) both against a wall and over a three foot high rope/net.
- 6.2 Work in a two-on-two setting, using a racket/paddle and a birdie or "all" ball to keep the object in play in the air over a five foot high rope/net.

Basketball

- 6.1 Maintain possession of the dribble against an active defense demonstrating the ability to change hands in the dribble and to use fakes and quick changes in direction.
- 6.2 Force the dribbling opponent to lose control of the ball by using fakes and quick changes in direction.

Soccer

- 6.1 Use a body trap to gain control over the ball.
- 6.2 Demonstrate understanding of team positions and play by working both as offense and defense in a three-on-three (plus goal-keepers) game setting.

Volleyball

- 6.1 Use a two-hand overhead pass and continuously keep a ball going for at least three hits with a partner.
- 6.2 Use a forearm pass to keep a ball in play against wall for ten consecutive hits in a bounce-strike-bounce pattern.
- 6.3 Work cooperatively in a three-on-three setting to keep a ball in play while using a two hand overhead pass over a six to seven foot high net.
- 6.4. Work competitively in a three-on-three setting using rules of rotation, side out and point and line violations in a bounce-strike-bounce pattern.
- 6.5 Use an underhand serve to hit a ball to a wall above a seven foot line from a distance of fifteen feet.
- 6.6 Use an overhead serve to hit a ball to a wall above a seven foot line from a distance of ten feet.

Football

- 6.1 Pass and catch a football with a moving receiver.
- 6.2 Demonstrate the ability to use offensive and defensive strategies in a two-on-one setting.
- 6.3 Use offensive and defensive strategy in a three-on-two game of football.
- 6.4 Execute correctly at least four pass routes in a six-on-six game setting.
- 6.5 Perform specific skills unique to the game of football.
 - A. Punt a football twenty-five yards.
 - B. Kick a football twenty-five yards.
 - C. Catch a punted or kicked football in two out of five trials.

Educational Dance & Rhythms

- 6.1 Demonstrate the ability to combine the movement qualities of space with weight and time.
- 6.2 Demonstrate skill in combining walking steps with complex patterns of interaction with a partner and group to perform main figures from a square dance formation.



Erica Thomas, Kindergarten
Louie Conder Elementary
Richland District 2

Grade: Kindergarten

Activity: Locomotion

Objective: The learner will be able to:

- L.K.1. Move in general space in a controlled way so as to avoid contact with others and to be able to stop on command.
- L.K.2. Move forward, backward and sideways with quick changes in direction without losing control.
- L.K.3. Move in a variety of ways at different speeds and in different directions using the feet. (gallop, jump, hop)
 - A. Gallop with either foot leading five times consecutively.
 - B. Jump forward using two feet and landing on two feet.
 - C. Hop on either foot five times in a row without losing balance.
- L.K.4. Sequence several locomotor movement patterns fluidly.
- L.K.5. Select an appropriate locomotor movement to match a percussive rhythm or music.
 - A. Select an appropriate even or uneven movement pattern to a simple rhythm.
 - B. Select an appropriate strong or light locomotor response to a percussive or rhythmical accompaniment.

En Route Learnings

Teach to the Objective

Monitor Learner Progress

K.1 Can the learner move in a controlled way in general space without interfering with others.

Find a spot (or space) in general space not close to others.

Define the general space area for learners with physical boundaries (cones, equip, etc.) when possible. Teach for what is within general space and what is not. Practice finding spaces as a group with no large spaces left unused.

Does the learner demonstrate the ability to find an open spot in general space when asked?

Practice with learners each class period. Have learners "find a good space regardless of the content of the lesson. Encourage students to utilize space well and continue reinforcing good use of space.

Move slowly from your spot into a new space and stop when you hear the signal (drum, clap, command to stop).

Let learners move only a few steps before stopping them and evaluating their use of space. Increase time and speed as children can be observed looking for space.

Does the learner choose appropriate direction when asked to move in that direction?

En Route Learnings

- increase time before students are asked to stop.
- increase speed of movement as students are ready.

Teach to the Objective

Monitor Learner Progress

1. Are learners seeking empty space?
 2. Is the movement backwards and sideways fluid and on the BALLS of the feet?
- Does the learner stop with control on command from any directional movement?

K.2 Can the learner change directions quickly?

As you travel forward, change direction-sideways or backwards.

Change direction while traveling: backwards sideways

Increase your speed.

Change direction on my signal.

Use a step to travel sideways.

Direction is sometimes confused with going left and right (pathways). Contrast these two concepts if necessary. Help learners to maintain an awareness of others as they go sideways and backwards (as well as use of space.) INSIST upon control (no collisions and quick stops on command.

Chasing games are appropriate here if the teacher makes control part of the rules. Games can be played with the direction specified by the teacher or the person to be it. Build in consequences for lack of control.

Does the learner change from one direction to another without a complete stop in the movement?

Does the learner demonstrate the ability to seek empty space and utilize open space when other tasks are the major focus of the work (such as ball work)?

Does the learner have the ability to stop on command?

En Route Learnings

Teach to the Objective

Monitor Learner Progress

K.3 Can the learner use one and two foot locomotion patterns at different speeds and in different directions?

Moving using one foot, then change to the other foot. Sometimes use two feet.

The teaching considerations for all the En Route Learning for Objective #3 are similar.

Does the learner feel comfortable going backwards, sideways, and or slow?

K.3A Can the learner gallop in general space?

Change the foot that is in front.

Work to get the ability to vary the force requirement and speed of the movement as well as the directions.

Refine for the action of the arms, total body flexion, and extension of the ankle in movements asking for elevation. Arm action becomes a pumping action as force is produced.

Continue to INSIST that En Route Learning #1.2 be carried over into this work. Stop and insist on it. Simple reminders don't work.(use of space). INSIST upon control (no collisions and quick stops on command).

Change the lead foot in the gallop smoothly?

Self testing activities are also appropriate here. How many? How long? How far? How high?

Does the learner gallop in a forward direction in a continuous uneven rhythmic pattern when shown the gallop?

Observe for:

A. Use of one foot only.

B. Changes in leads before five gallops with one foot leading.

C. continuous rhythm.

En Route Learnings

Teach to the Objective

Monitor Learner Progress

K.3B Can the learner vary the way the two foot jump is performed?

Jump forward using two feet.

Change the distance of the jump.

Change the distance of the jump.

Actual 2 to 2 foot jumps can be done as bouncing movements in place or actions taking the body forward, backward or sideways. Jumping action can be explored as single bursts of power developing maximum force or as continuous sequences of an action. All should be explored, developed and practiced.

Low organization games of a chasing/fleeing variety as well as those utilizing jumping skills can be utilized to help insure this objective. Consider the following in developing these games:

- A. They invite maximum participation and are of the non-elimination variety.
- B. The nature of the game does not encourage less than mature locomotor patterns.
- C. All students are capable of success.
- D. The teacher refines and designs the rules for control and good performance.

K.3C Can the learner vary the way the hop is performed?

- Hop on one foot.
- How many times can you do it without losing control?
- Do little hops.
- Do big hops.
- Move in different directions as you hop.
- Hop consecutively on the same foot.

This material moves from open choices of locomotor patterns to work on specific patterns. Learners will need specific help on how to perform some patterns correctly. The teacher should refine these patterns while at the same time work should be put back into more continuous changes from one to the other and learners choices as well. As force production increases the arms should begin to play a major role in "pumping".

Small equipment is VERY useful here, particularly for hopping and jumping skills. Have students move into, out of, onto, and off of ropes in shapes, hoops, small benches or boxes, carpet squares, etc.

Does the learner jump forward two feet to two feet? (Do not be concerned about height or distance) Also, some students may not be able to get a clear two feet take off or landing. Failure to do so this point is not critical. Observe for the following:

- A. hip, knee and ankle flexion and extension.
- B. use of arms for assistance (depending on force level).

Does the learner hop consecutively five times in a row on one foot without:

1. stopping in between?
2. undue movement from one spot?

*Note: Observe for: bilateral use of arms, flexion and extension of hips, knees, and particularly ankles.

En Route Learnings

Teach to the Objective

Monitor Learner Progress

- K.4 Can the learner sequence several locomotion patterns fluidly?

As you travel on your feet, choose either a hop, gallop or jump and change from one to the other.

At the signal choose another way to travel. See if you can go from one way to move to another without stopping:
-change directions.
-change speed.

- K.5 Can the learner adjust the tempo of their movement to the speed and the accompaniment?

When the drum goes slow you walk slow. When it goes fast you walk fast.
-stop between changes
-gradual changes from slow to fast and then fast to slow.
-explore big/little and different body parts of the action.

As children sequence work you will need to teach them to do one or a few of a pattern before changing to another pattern or changing the quality of their movement. Do not permit them to go on "forever" before making the change.

A lot of work on rhythm is included in the dance material. Some is included here because of it's importance to this material as well.

Start rhythm slow so that you encourage step by step compatability with the rhythm. Do not encourage running as that is quick steps and is not with rhythm; use only short phrases of contrasts adding clear stops and stillness between each. If students are not listening to the rhythm of the sound, have them sit and clap rhythm with you.

Commercial recording are available that work with fast and slow. These are suitable if the changes are not too subtle.

Does the learner change from a walk into another pattern fluidly?

A walk to a run should be developed at this point. Combinations of other patterns (walk to a hop etc.) should be developed by the end of this year.

Does the learners match step by step walking or jogging at slow and fast speeds?

En Route Learnings

Teach to the Objective

Monitor Learner Progress

K.5A Can the learner select an appropriate even or uneven movement pattern to a simple rhythm?

Choose a way to move that matches the sound you hear.

Simple even rhythm.

Simple uneven rhythm.

Uneven rhythmical patterns are appropriate for the gallop. Do not ask everyone to skip as there will be some students unable to skip. Give students a choice of gallop or skip initially. Invite creativity in the use of both the even and uneven patterns. Start with percussion before music.

Does the learner choose a locomotor pattern with an even rhythm to accompaniment that is even?

Does the learner choose an uneven rhythm movement pattern to match uneven rhythmical accompaniment?

Does the learner skip or gallop to the music to accompaniment?

K.5B Can the learner move either strong or light to percussive accompaniment?

Can you show strength in your body as you move when the sounds are strong - explore different locomotor patterns as well as different body part emphases on the same locomotor pattern.

The percussive triangles produces a light sound. Light tapes on any percussive instrument will help to develop and demonstrate lightness and strength in movement.

At a light percussive sound the student should be able to show lightness in the stepping pattern used. Minimal competency is a walking or stepping pattern. Extended competency is a walking or stepping pattern. Extended competency is with more complex locomotor patterns.

Does the learner show both strong and light movements to a percussive accompaniment?

Grade/Level: Kindergarten

Concept/Activity: Educational Gymnastics - Body Management

Objectives: The learner will be able to:

- BM.K.1. Maintain stillness with their weight supported on a variety of body parts including different combinations of hands and feet, knees, head, and surfaces of the body (seat, back, trunk).
- BM.K.2. Use the hands and feet together and with other combinations of parts to travel from one space to another without losing control.
- BM.K.3. Change direction and speed while traveling with control on a variety of body parts.
- BM.K.4. Move onto and off of, as well as, in and out of, flat and low equipment using the feet.
- BM.K.5. Move onto and off of, as well as, in and out of, flat and low equipment using the hands to support weight.
- BM.K.6. Travel along a low or flat piece of equipment transferring weight from hands to feet with control.
- BM.K.7. Raise the feet up off the floor a minimum of three inches from a handstand ready position and replace them on the same spot softly.
- BM.K.8. Come off a low piece of equipment on the hands into a roll going forward.
- BM.K.9. Roll in a forward direction onto a flat mat or carpet square without using the head to receive weight.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

K.1 Can the learner balance on different body parts?

Although the word balance is used here, the primary objective is just weight support and not full extension or stillness held for long periods of time.

Does the learner, when asked to balance on different parts of the body, demonstrate:

Hand and feet only.
5 parts.
4 parts.
3 parts.
2 parts.
1 part.

Learners should experience a variety of balances and should be able to approach stillness and show control moving into or out of the position. Students should should never be allowed to come out of a weight support position out of control.

Teachers can name body parts if learners need work on labeling parts of the body.

1. the use of feet, hands, elbow, knees, as well as surfaces (back, belly, seat)?
2. stillness--at least temporary?
3. use of appropriate parts and/or number of parts.

Feet the highest part. Head the highest part. Belly up, Belly down.

Expect learners to choose parts of the body that do not comfortably support weight (nose, elbows). This will disappear with experience. If you do not see a full range of body surfaces and joints used, narrow the task to include these possibilities.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Surfaces only
Point (joints) only.

NOTE: Surfaces are large body areas such as seat, trunk, forearm, etc. points are joints such as elbow and knees.

Move from one to the other smoothly.

Match the support (balance) of another student.

Use a student or yourself to provide a model for the students to match. Keep the support to be matched within the ability level of all students.

K.2 Can the learner travel using different parts of the body to support the weight?

The objective here is to experience transferring weight of the body from one weight support to another. Learners should be asked to work with control but should not be expected to attain smoothness in their work at this time.

Hands and feet (2 hands; 1 ft.; 2 ft.; 1 hand; 2 ft.; 2 hand; belly up or belly down.)

Learners can explore these actions in general space. Keep the space fairly small and continue to encourage the development of awareness of others as well as moving into empty spaces in their work.

Stopping in control at a signal.

Continue to insist that a new student stop and that they stop in control. No Crashing at any level is to be permitted.

Keeping different parts of the body high.

Using surfaces of the body to get from one place to another (sliding, rolling).

Traveling on two parts, three parts and four parts.

Does the learner, when asked to travel on different parts of the body, demonstrate:

1. control using the parts they have selected (no crashing of parts to the floor)?
2. use of variety of parts?
3. ability to seek empty spaces when moving with others in space
4. ability to stop with control when asked.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

K.3 Can the learner change direction and speed while traveling with control on a variety of body parts?

Select a way to move on parts of the body. Can you go forward and backward sideways using these parts.

Select a way to move using your hands and feet. Can you travel quickly--slowly, without losing control?

K.4 Can the learner move onto and off of as well as in and out of flat and low equipment using the feet.

- changing direction
- using the feet together
- use one foot at a time

Young learners can only work with one idea at a time. Changes in speed, direction and body parts in one experience is seldom possible. This age group will not be proficient at changes in direction and some choices of weight support will not easily be converted into directional work. Allow the learners to experience this difficulty.

Changes in speed will be contrasts (very slow or very quick). Do not permit lack of control in quickness. If need be, practice stopping quickly from short phrases of quick movement.

The learning experience is included in the locomotor work of the curriculum guide but should be reviewed here. What you want to encourage is a variety of locomotor patterns, feet together when they should be, as much force production as the student can control, combinations of patterns in fluid sequences, and most of all an exaggerated controlled landing on the feet to develop awareness of expectation for safe work.

Does the learner, demonstrate changes of direction:

1. an attempt to go backward and forwards as well as sideways?
2. looking in the direction they are moving?

Does the learner, when asked to travel on a variety of body parts changing their speed, demonstrate:

1. a clear difference between fast and slow?
2. fast movement that is controlled?
3. independent changes from fast to slow?

Does the learner.

1. use a variety of locomotor patterns.
2. land with an emphasis on reaching with the toes, and gradually absorbing force with the ankles, knees and hips.
3. Combine locomotor patterns with a beginning sense of smooth transition.
4. Use different directions of movement when not focusing directly on a specific pattern or sequence.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

- K.5 Can the learner move onto and off of as well as in and out of flat and low equipment using the hands and hands and feet combination to support weight?**

Move in and out of a hoop using your feet, hands and feet changing direction.

Move onto and off of a bench or low box feet only, using hands and feet together, on with the feet, off with hands first.

When equipment work begins several major ideas must be taught and consistently applied in all work.

1. Body parts are placed on the floor or equipment not thrown with lack of control.
2. Landings are absolutely in control - NO crashes or falling over

In order to attain this, learners should start on their feet only until landing from equipment in absolute control is part of their way of working. There are NO exceptions. Carpet squares or jump ropes made into shapes on the floor will work well for this experience, or use hoops. Teach the "bunny hop" directly (in squat position: -weight on hands, then transfer to feet and repeat) as an early experience then experiment with other varieties.

Alternative equipment may be used here that provides some elevation such as a group of mats stretched up or cardboard boxes stuffed with newspaper, or benches, tires. Equipment which has a hard pushing surface and is stable is most appropriate.

- K.6 Can the learner travel along a low or flat piece of equipment transferring weight from hands to feet with control?**

- Hoops placed in sequence.
- A hoop and straight rope.
- Bench.
- A low box and hoop.

The primary concern here is getting learners to support their weight on their hands long enough to do something with their feet. Some will be able to do cartwheeling type actions or handstand type actions. This is fine and these movements should be refined for those learners capable. It should not be expected of all learners or, become the focus of work. However, for this age group, control of weight transferred from hands to feet and feet to hands should be the primary focus.

Does the learner, when asked to move in relation to equipment demonstrate:

1. an attempt to adjust the movement appropriately to the equipment?
2. a willingness to support and transfer weight onto different parts of the body (particularly hands)?
3. smooth placement and landings of body parts?
4. directional work?

Does the learner keep their hands flat and arms straight when taking weight on their hands.

Does the learner demonstrate the ability to land from a low piece of equipment on the feet with no sound and absolute stillness?

Does the learner support the weight on the hands long enough to place the feet in another spot in relation to the equipment?

Does the learner have control of the work?

Does the learner demonstrate the ability to repeat actions into a pattern that is controlled?

En Route Learnings

K.7 Can the learner raise their feet off the floor from a handstand ready position?

Spread your hands and place them flat on the floor in front of you.

Put your feet a short distance from the hands.

Look at a spot just a little bit in front of the hands.

Lift the feet up and place them right back down in the same spot so I can't hear your feet touch the floor.

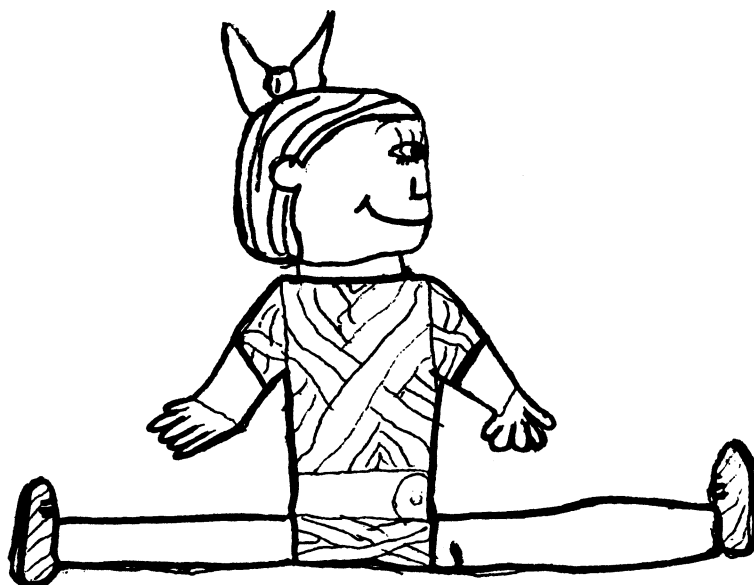
You can go higher but your feet must come down softly in the same spot. If you can't bring your feet back down softly you must not take your feet up so high.

Teach To The Objective

Supporting weight on hands is essential for body management and gymnastic type work. The handstand is (1) taught directly (including demonstration); (2) practiced often for short periods of time; (3) individualized so that students who are able to control their movement can go up higher.

No spotters are necessary because no one is asked or allowed to go up any higher than they can control (come down safely).

The head controls the movement of the trunk here. If the head is tucked the trunk will move forward. If the head is too far back the feet cannot come up easily.



Monitor Learner Progress

Does the learner, when in a handstand position, raise the feet off the floor a minimum of three inches and place them back on the floor in the same spot with a giving action?

Look for:

1. feet placed close enough to hands to provide force application to raise hips?
2. head not tucked?
3. elbows straight?
4. giving in the ankles, knees and hips upon landing?
5. pads of fingers and heel of hand forming a flat base.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

K.8 Can the learner come off a low piece of equipment using the hands into a forward roll?

Get on top of a low piece of equipment (box or bench as well as folded mat).

Put your hands down, tuck your head and let your body roll forward. (Increase the height).

Rolling actions are more easily learned coming off low equipment because the hips are already above the head. This action should emerge from work coming onto and off of low equipment on different parts of the body. If it does not, encourage each student to experience it directly.

During early locomotor lessons on traveling, learner should have explored the rolling action on a variety of body parts, however, the specific skill of a forward roll may not have occurred. If this is true, you can teach the forward roll directly in this experience.

Does the learner come off a low piece of equipment taking the weight on the hands into a roll forward:

1. tension in the arms and gradual lowering of body weight onto mat?
2. tuck of head (seventh cervical vertebrae touching mat first)?
3. the ability to at least come to a seat support (later up to feet)?

K.9 Can the learner do a forward roll from a squat (tuck) position to a squat position?

Back rocker.

Raise the hips.

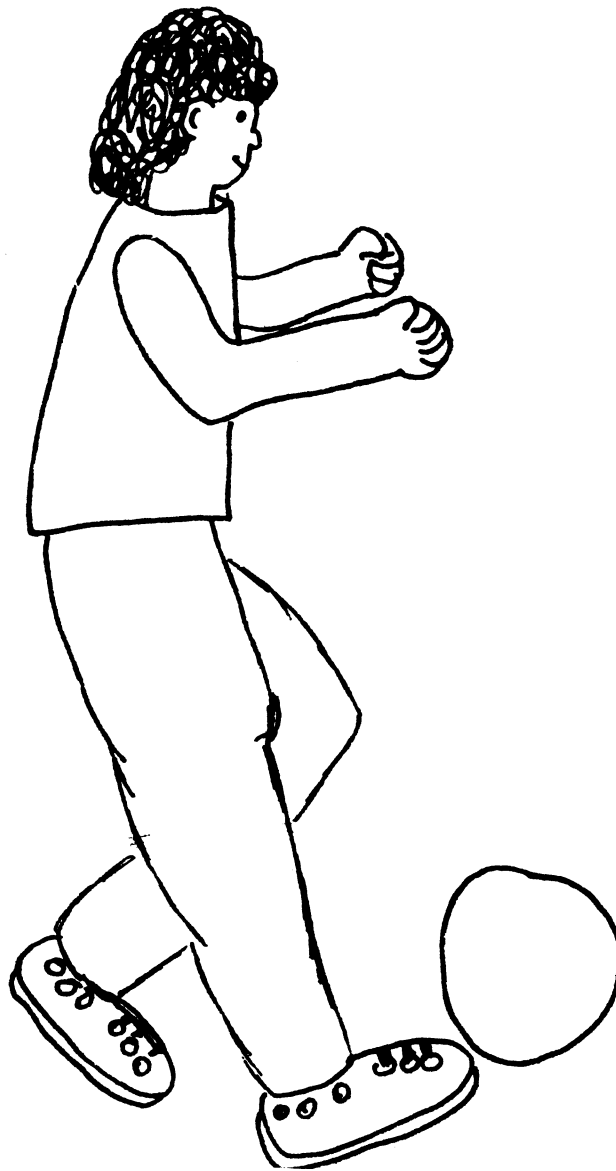
Tuck the head all the way under the hips.

Roll to a stand.

Have the learner lie on the back and hug his knees, then have them rock back and forth on the rolling surface to see if momentum can be increased so that the body comes to the feet.

There are many ways to teach children a forward roll directly. The above learning experiences will help: When learners are ready challenge them with the idea of "No head touching forward rolls". You can get this by having them spread their feet apart, raise the hips and tuck the head between the legs before the roll is initiated have them put their hands in back of their feet, (at this age child is generally flexible enough to do this). They will have difficulty maintaining the tuck and will tend to release tension in the body as soon as the weight is transferred to the upper back. Encourage them to roll to a stand as soon as appropriate weight transfer to the upper back is achieved. Cue words may include: stay tight like a ball, so you can roll to your feet. Some Kindergarten children will not be developmentally ready for a tuck position. Be patient!

Does the learner do a forward roll efficiently and smoothly from squat (tuck) position to squat (tuck) position (feet to feet)?



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Grade/Level: Kindergarten

Concept/Activity: Educational Sport/Object Manipulation - Soccer Dribble

Objective: The learner will be able to:

G.K.1 Use both feet to move a ball slowly through space with a soccer-like dribble.

En Route Learning

Teach To The Objective

Monitor Learner Progress

K.1 Can the learner use both feet to slowly dribble a ball?

Use your feet to move the bean bag or foam ball around the floor.

Move it forward to to the line then back to where you started.

Move the bean bag in the pattern I have designed for you and/or stop and go when I tell you.

Do the same thing with the ball.

Equipment: Bean bags/foam or underinflated balls - one per learner, indoor or outdoor area.

Much of the initial practice in dribbling can be gained through the use of bean bags or foam balls. Help the learners to become comfortable using their feet by having them move the object around their space with their feet. Model the appropriate contact point on the inside of the foot, then have them begin to push the object along the push the bean bag along the floor with the inside of the floor or ground using alternate feet as they travel in a small space. Gradually have them move the object into a large spaces making turns and stops on command.

Have them dribble the bean bag in various patterns (straight line, circle, in and out of spaces between cones, etc.) and then begin to kick the object diagonally forward with the right foot, then with the inside of the left foot so that the bean bag travels in a zig-zag pattern then change to an underinflated ball and have the learners practice dribbling first in a small space and gradually into a larger space.

Does the learner dribble with both feet?

Grade/Level: Kindergarten

Concept/Activity: Educational Sport/Object Manipulation - Kicking

Objective: The learner will be able to:

G.K.2 Use an instep kick to kick a stationary ball to a large wall target ten feet away.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

K.2 Can the learner
kick ten feet
with some control?

Practice kicking
motion without the
ball by trying to
touch toward the
target/line with
the swinging foot

Place non kicking
foot on a spot
near the ball,
swing and kick
the ball toward
the target

Stand behind the
ball and take a few
steps before kicking
it to the wall.

Equipment: Lightweight or foam balls (6 - 8 in.) - one per learner, large (3 x 3 ft.) targets, inside or outside space.

Since the purpose of the target is to help the learner focus on control and concentration, the initial targets should be large (ground level to well above head level) to insure success. Provide a good model of kicking. Remind learners to "look at the ball" and to contact the ball with top of the instep and not the toe as they kick. To check for, and to practice eye-foot coordination, learners may be asked to touch a target with their foot.

Provide learners with frequent opportunities to kick, and encourage them to kick hard. To encourage the development of power, they may be asked to kick to a large target, to a wall, to a fence, or simply out into a field where partners will gather the balls for return. By placing several large, lightweight balls in a line on the floor, the kicker will be able to practice kicking several times in a row. They should be encouraged to step before kicking and to "kick hard." Learners should also be given opportunities to kick at goal-like targets made with cones placed on the floor.

Does the learner hit the target in three out of five trials?

Grade/Level: Kindergarten

Concept/Activity: Educational Sport/Object Manipulation - Tossing/Throwing

Objectives: The learner will be able to:

- G.K.3. Roll a ball to a partner from a distance of ten feet.
- G.K.4. Use an underhand pattern to accurately toss a bean bag into a suspended hoop or target from a distance of eight feet.
- G.K.5. Toss a medium size ball/bean bag into the air slightly above the head and receive it with control and without undue movement.
- G.K.6. Use an overhand throw (hand size ball) to hit a wall area above a four foot line from a distance of fifteen feet.

* NOTE: Teachers who use partners for these lessons and choose to coordinate tossing/throwing objectives with catching objectives must maintain the focus of the lesson on one skill at a time until learners begin to acquire automation with the specific objective and focus of the lesson.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

EQUIPMENT: Bean bag or yarn ball, 6 to 8 1/2 in. lightweight ball and small (hand size) ball per child.
a variety of objects for targets (hoops, trash cans, wall markings, etc.) Indoor or outdoor space, wall or fence.

K.3 Can the learner accurately roll a ball to different targets from a variety of short distances?

Using two hands, roll the ball to the target or a partner three to seven feet away?

Using one hand, roll the ball to the target three to seven feet away?

Using one hand roll the ball to the wall or partner ten feet away.

Several sizes (large 8 1/2, and medium 7-8 in.) balls should be used. Some learners may need practice learning to control the ball by moving closer or by rolling it to an adult. The use of spots, cones, or other markers helps the learner return to appropriate place for practice. Help learners become comfortable with balls by activities such as the following. "In a sitting position, move the ball around your body on the floor." "In a squatting position, roll the ball around your feet; first around one foot, then the other, then in a figure eight pattern." Provide assorted targets and different distances to practice. Learners should be encouraged to push the ball and not to hit it. Model for the learners how to bend the knees (not at waist) and point the fingers at the target.

Does the learner demonstrate the ability to roll a ball to a target three out of five trials using two hands three to seven feet from the target?

Using one hand three to seven feet from the target?

Using one hand ten feet from the target?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

K.4 Can the learner accurately toss a ball to a target?

Swing your arm like a clock, back and forth in an underhand pattern.

Toss the ball/bean bag to the hoop from differing distances of four to eight feet?

Learners may need to practice swinging arm in underhand pattern. Have them swing "Tick Tock" fashion like a grandfather clock to practice. Remind them to "look at the target" when they throw. Allow tossers to stand as close as they need in order to hit the target. Encourage them to move back as they succeed at the closer distance. Praise, reinforcement, and opportunities for success and challenge are motivators for this age group. Use colorful large targets. If targets are designed to make a noise, or to move, when hit (use of bell, hanging target, etc.) or are imaginative in design (clown face, ball returns through hole, etc.) the learners will maintain focus for a longer time and will recognize when they have accomplished the task. Model and focus learner's attention on the need smooth arm motion and reaching toward the target. Provide a variety of targets for tossing practice (trash cans, wall targets of various sizes, targets on the floor, swinging targets). If using a bean bag, you may want to use cues of "Bed and Basket". (Bed meaning to toss the bean bag from the flat of the hand, and basket meaning to catch with two hands.

Does the learner demonstrate the ability to accurately toss a bean bag into a hoop or target from a distance of eight feet three out of five trials?

K.5 Can the learner toss an object slightly above head height with control so it returns to the hands?

Watch the ball and toss it only as high as your head.

Try to toss it so it comes right back to your hands.

A light weight (vinyl or foam) ball should be used for this two handed task. Directions are to: "Toss the ball only as high as your head". Work to insure individuals have control of tosses. Use a hand to indicate desired height of ball toss. Emphasize "watch the ball" and "catch the ball" in order to focus on control and easy tosses. Allow practice with different sized balls so that individuals can proceed at own pace to one handed toss when appropriate.

Does the learner demonstrate the ability to use two hands to toss a ball slightly above the head and receive it with control for a duration of fifteen seconds or at least five consecutive times?

En Route Learnings

K.6 Can the learner demonstrate the beginning of a "mature throwing pattern?"

Sit Indian style and throw the ball hard.

Hold the ball in one hand and throw it.

Throw the ball to the wall above a four foot line.
(mark various distances from four to ten feet.)

Teach To The Objective

Use bean bag thrown at a wall and encourage learner to throw hard. Be sure that balls are hand size for one-handed throw. Model overhand throwing by demonstrating mature throwing pattern. Emphasize the process of turning sideways, putting the ball behind the head, and "making a muscle" in order to get the correct angle on the arm before the throw. Let throwers practice "throwing hard" while seated "Indian style" to encourage trunk rotation. Direct the learner to look at, and reach toward the target. Encourage follow-through to target. The emphasis is on throwing hard - not accuracy. Use markers so learners may work with partners who wait beyond maximum throwing distance to retrieve ball after it lands, and to encourage them to throw hard. Markers may also help the learner step with the opposite foot.

Monitor Learner Progress

Does the learner demonstrate the ability to throw a ball overhand to hit a wall above a four feet line from a distance of fifteen feet?

Does the learners correctly model throwing pattern with this hard throw?

... as the ball moves behind the car, the body opens up, there is a small step toward the target (The concern is for weight shift, not opposition)
... reach toward the target?



Grade/Level: Kindergarten

Concept/Activity: Educational Sport/Object Manipulation - Catching

Objectives: The learner will be able to:

G.K.7. Move to receive a ball rolled on the ground by moving forward and to the left or right as necessary.

G.K.8. Toss a medium size ball (6-8 1/2 inches) into the air above the head and receive it with control and without undue movement.

G.K.9. Catch a ball with two hands which is bounced by a teacher or is self-tossed and bounced off a wall.

NOTE: If coordinating lessons on throwing with lessons on catching it is important that the teacher maintain the focus on one skill at a time until learners gain a certain amount of automation with each skill.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

EQUIPMENT: Bean bags or yard balls and foam, vinyl or other lightweight balls, 6 - 8 1/2 inches, per child. Smooth floor or ground surface, wall or other rebound surface floor markers.

K.7 Can the learner maneuver the body in relation to a rolled ball?

Watch the ball, bend at knees, put hands together as the ball is rolled.

Put the hands down to receiver or catch the ball is rolled

Watch the ball and move forward to catch

Watch the ball and move to side to catch

Watch the ball and move forward or to either side as necessary to catch the ball.

Partners seated on the floor close to each other, roll a ball back and forth being sure to stop the ball and control it before sending it back. Gradually extend distance and have learners stand to roll first with two-hands underhand and progress to a one-hand side roll. Have learners roll ball away, and then run to meet and catch the ball. Use marker to help partners maintain location and to identify spaces to the left and right of the receiver for practice.

Throwing skills appear to develop faster than catching, and learners may be able to throw with greater ease than they can catch. Use brightly colored balls that can be clearly seen by the learner. Lightweight balls (beach balls, foams, vinyl) should be used at early stages and continued for those students who fear the ball. Move the ball by hand to help identify tracking skills, and then to offer correction to those learners who do not "watch the ball". Since throwing skills of classmates are not dependable, very little work on catching can be done with with partners at this stage. Underhand tosses from partner may be successful, but self tossing into the air, and bouncing to the floor against a wall provides mass practice.

Does the learner move appropriately to receive the rolled ball in two out of three trials?

Does learner:
...get hand ready
...watch the ball.
...bend from the knees.
...close finger on ball.

Does the learner move appropriately to receive the rolled ball in two out of three trials?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

K.8 Can the learner demonstrate control in tossing and catching?

Toss and catch a ball at head height. Watch the ball.

Toss a ball just over head and catch it with control.

Have learners kneel or sit and instruct them to toss yarn ball or bean bag head height and catch it. Gradually increase height slightly.

The emphasis should be on "Watch the ball" and "Catch the ball" rather than on "Throw the ball" as they begin tossing over their head. As soon as they can control the tosses and catch the ball, have them work on this skill while standing.

Use a marker and have learner toss and catch without moving from their point. Play the "5 Game" (1 point, if catch is on marker. When learners get to 5, start another game. If the object is dropped or caught off marker, start game over).

Does the learner toss and catch the ball at head height with control for three out of five trials?

K.9 Can the learner catch a bouncing ball?

Roll the ball to the wall and catch it as it rolls back.

Drop your ball to the ground there catch it as it bounces back.

Use two hands to catch the ball which is bounced to you by a partner or teacher.

Toss the ball to the wall and use two hands to catch it as it bounces back from the wall toward you.

Once learners can roll a ball to the wall and receive it as it rebounds, they may begin tossing to the wall.

Have learners begin by rolling a medium size ball (6 - 8 1/2 in.) to wall and practice moving as necessary to receive it with two hands.

Focus learners on path the ball takes as it rebounds from a toss to the wall. Have them show you bouncing path with their hands. Model ready position, and hand and body position to toss ball to wall and then move to receive it after a bounced return. Those learners having trouble will need opportunities to catch bounced ball carefully tossed by skilled throwers.

Does the learner receive a bounced ball from the wall or teacher for three out of five trials?

Grade/Level: K

Concept/Activity: Educational Sport/Object Manipulation - Striking with Body Parts

Objectives: The learner will be able to:

G.K.10 Strike a balloon continuously for three times into the air using the hand(s).

G.K.11 Use a pushing or striking pattern to execute a basketball-like "dribble" while moving a ball slowly through space.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

K.10 Can the learner use the hands(s) to strike a balloon or lightweight ball continuously for three hits?

Equipment: One balloon/lightweight ball per learner.

It is important that the early work with striking skills be designed for success and to help the learner overcome any fear of balls. The objects being used (balloons, balls, bean bags, fuzz ball, or punch ball) should be soft, colorful, lightweight, and large enough for the learner to control easily.

Does the learner strike the balloon or lightweight ball with the hands into air continuously for three hits?

Strike the balloon/lightweight ball continuously for three hits with one hand; the other hand.

Model for the learners the importance of striking the ball straight into the air. Play "5 Game" (1pt. if strike occurs while foot is on the marker, when the learner gets a total of 5 start another game. If the balloon or lightweight ball hits the floors or the learner moves off the marker, start the game over.)

Stand on your marker and try to strike your balloon/ball into the air three times in a row

Play the "5 Game"

En Route Learnings

Teach To The Objective

Monitor Learner Progress

K.11 Can the learner move a ball slowly through space in a dribble-like striking pattern?

Using tow hands, bounce the beach ball to the floor and then strike it gently back to the floor.

Now try to do the same thing with only one hand.

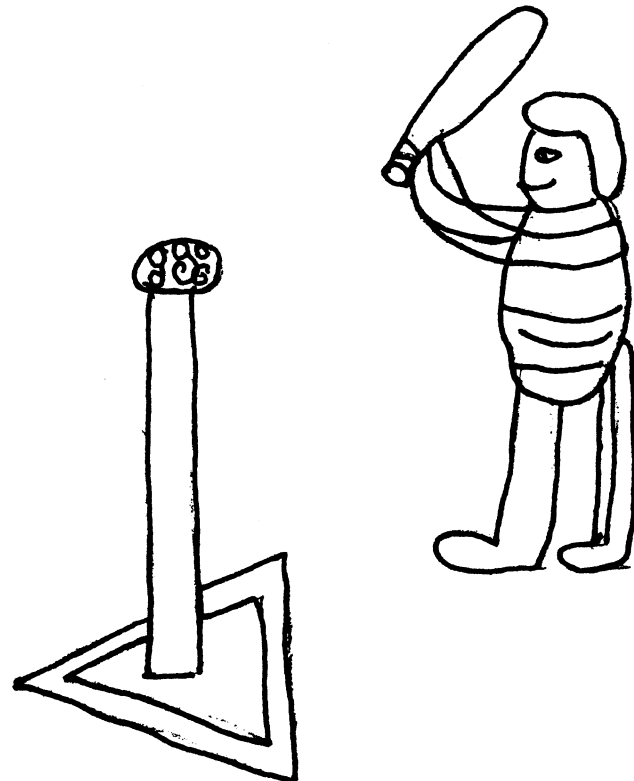
Staying in personal space, keep the beach/vinyl ball going by striking it to the floor.

Use the other hand to dribble the ball in personal space.

Begin to walk slowly around the room still striking, or dribbling the beach ball to the floor.

Equipment: One balloon/light weight ball per learner. Student should start this activity by working with a beach ball or other large lightweight ball and a marker to help learners maintain their position. Those students who experience success and control with this ball may be allowed to practice with a slightly smaller ball (soccer size "nerf " type). The children need frequent reminders to keep the ball away from the body so that it will not bounce off of feet or knees. Moving with the ball should be done slowly and without emphasis on obstacles.

Does the learner strike the ball continuously five or six times while moving slowly through space in three out of five trials?



Grade/Level: Kindergarten

Concept/Activity: Educational Sport/Object Manipulation - Striking with Implements.

Objective : The learner will be able to:

G.K.12 Strike a stationary ball from a tee with a plastic bat.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

K.12 Can the learner hit a stationary ball with a plastic bat?

Stand with feet on "marks" placing body sideways to hit the wall target

Watch the ball to swing and hit it.

Try to hit the ball toward a target (wall, fence, lines.)

Equipment: See below for developmentally appropriate equipment.

Before a child can effectively control an implement, the muscular strength and hand-eye coordination necessary to control the implement in relation to an object must be developed. Most primary students are not developmentally ready to execute a skilled striking pattern. It is important that they have opportunities to practice these skills with appropriate equipment. If the size and weight of the striking implements and balls are not appropriate for the learners, the practice will not be successful or profitable. Coat-hanger rackets, table tennis paddles, plastic bats, yarn balls, bean bags and balloons are examples of equipment which may be used with these learners.

Model the proper way to hold the plastic bat and the batting stance. Be sure to clearly identify the batter's position in relation to the ball. Markers or drawings of feet placed where learners can stand helps them better grasp the body position. Reinforce learners on how to hold and swing the bat. Learners should practice hitting a large ball off of a tee or a ball hanging in a mesh bag suspended from above. For all batting work, the learners need a target of some form to hit toward so that they may begin to gain control.

Does the learner hit the ball from a tee and maintain the feet in correct position in three out of five trials?

Grade Level: Kindergarten

Concept/Activity: Educational Dance & Rhythms

Objectives : The learner will be able to:

- D.K.1. Demonstrate an awareness of personal and general space in the use of locomotor and non-locomotor actions. (Awareness of Space)
- D.K.2. Utilize locomotor and non-locomotor movements in personal and general space to interpret gestures. (Phenomena - Personal)
- D.K.3. Combine turning actions with locomotor action to perform a movement sequence. (Body Awareness)
- D.K.4. Execute locomotor steps combined with body gestures to perform folk dances.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

K.1 Can the learner define and explore general space.

Create boundaries--one half of gym, inside traffic cones --define inside outside boundaries. Have the learners find a personal work area within that space.

Does the learner cover all areas of defined space?

Identify and move to a spot.

Have the learner exhibit variety in locomotor direction, pathway, time, etc.

-Use one locomotion cue at first

After choosing a form of locomotion emphasize only one direction or pathway or speed at a time. Only after learners are versatile can they focus on two factors at once. Example: Crawl backwards, slide in a curved pathway, tip toe quickly, etc.

Does the learner "vary" locomotor actions while exploring general space?

-Use different directions, pathways, time to arrive at that spot.

Encourage learners to look for space they want to move to before moving. This will help eliminate collisions and long periods of aimless wandering.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Give learners specific action words at first. Emphasize specific qualities of each action word.

Choose three different "locomotor actions" to help you explore general space.

ACTION WORDS

Travelling Actions

run slither
skip hop
creep gallop
rush dart

Turning Actions

spin whirl
twirl whip
swivel

Contracting Actions

shrink shrivel
close narrow

Rising Action

lift rise

Vibratory Actions

shiver shake
quiver tremble
wobble vibrate
patter shudder

Stopping Actions

freeze hold
perch grip
anchor pause
settle

Expanding Actions

grow reach
release open
spread

Jumping Actions

leap hurl
toss bound
prance bounce
soar fly

Percussive Actions

stamp punch
explode pound
patter

Sinking Actions

collapse sink
lower drip
fall

En Route Learnings

Teach To The Objective

Monitor Learner Progress

K.1A Can the learner define and explore personal space?

Same general considerations as above.

Choose three different body parts and move them throughout your personal space.

Learners should use up the space of the whole body in all directions, levels, and extensions. They should penetrate space with different body parts.

Does the learner get to "extremes" of personal space at "all" levels and directions?

Choose two different total body actions to help you explore your personal space.

Use imagery such as a bubble, a space vacuum or cocoon to help understanding of personal space. Touch boundaries of bubble, break out of cocoon, egg shell, filling whole space inside vacuum.

Does the learner use different body actions to explore personal space?

Extend different body parts into space around you.

Encourage them to explore personal space with total body actions - rise, sink, open, close, etc. Use the contracting, expanding, rising, and sinking words from the actions word chart. Use them one at a time.

- Hands
- Feet
- Elbows
- Knees

Be sure the learners use space to rear and at a low level as well as high levels and forward direction.